THE JOURNAL OF EDUCATION

Volume 132 JANUARY, 1949 Number 1

Careers for Women in Science	JOHN A. TIMM
Getting the Most for Your Construction Dollar	RICHARD BUTTERFIELD
Making the Grade in Education	GRAYCE A. FOLEY
Envy Along the Corridor	A. S. FLAUMENHAFT
Newark's Radio Workshop	EDITH C. LIST
A Swapper's Paradise	ARLEEN HOLCOMBE
Deeper Values in English	LEWIS H. CHRISMAN
Supervisory Fuss-Budgets	JAMES N. EMERY
Two Worlds of Words	JAMES BINNEY
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CONTENTS

YOUR TEXTBOOK REPORTER 4

EDITORIALS 6

CAREERS FOR WOMEN IN SCIENCE John A. Timm 8

GETTING THE MOST FOR YOUR CONSTRUCTION DOLLAR Richard D. Butterfield 9

MAKING THE GRADE IN EDUCATION Grayce A. Foley 11

ENVY ALONG THE CORRIDOR A. S. Flaumenhalt 12

THE ANSWER SWAPPERS Edith C. List, Arleen Holcombe 13

DEEPER VALUES IN ENGLISH Lewis H. Chrisman 14

ACROSS THE OFFICE DESK James N. Emery 16

TWO WORLDS OF WORDS JAMES Binney 18

JOBS FOR MEN IN ELEMENTARY GRADES John H. Treanor 20

IT SEEMS TO ME Byron C. Kirby 21

MY TEACHING IS EASIER BECAUSE Dorothy E. Hughes 21

MOVIES AND MENTAL HEALTH George K. Morlan 22

THE NEWS DIGEST 23

GRINS BETWEEN GRINDS 26

As we go to press . . .

We have broken the habit of writing 1948, and our New Year's resolution, not to make any resolutions, leaves us the opportunity to blunder with a clearer conscience than we could have had otherwise. We note with something of a start that this Twentieth Century is nearing the halfway mark, and what have we accomplished? "We" meaning us humans as a whole. Maybe more than the newspaper headlines lead us to believe. For mankind is probably more aware of its shortcomings than ever before. This surely is a gain. Even our scientists are beginning to stress the need for a more effective idealism to control the instruments that science itself has devised. Anyway here we are. And what is education going to do about it? Plenty, we hope. For education, too, has adopted new techniques and is fast pulling out of its old grooves. Those of us who are betting our lives on better and better teaching will continue to back our faith with works.

Next month, by the way, the Journal will bring you some heartening information as to what many of our schools are doing by way of training pupils for citizenship. The facts are amazing. We can hardly wait for February to let you in on them.

Returning to this month's issue, the males in our audience may get a bit of grim amusement from comparing the two articles that respectively suggest careers in science for women and in elementary teaching for men. Brother, what a world!

Now that all your Christmas thank-yous have been posted, please remember that we like to receive your letters here in the Journal office. Not thank-you notes necessarily, though it never hurts our feelings to hear that the magazine has been a help. Criticisms are also welcome. Few people realize how much a single letter counts when addressed to an editor who has run his engine off the track. The reason one letter means so much is that nine tenths of the letters to editors never are written.

But enough of this. Brush past the man at the door and step inside, please.

Your Textbook Reporter

Exploring Biology

The laws of biology haven't changed but the knowledge of those laws has increased and needs have arisen for new emphases and for the introduction of fresh materials. Hence this third edition of *Exploring Biology*.

It contains a chapter of human physiology, information brought down to date on cancer and heart disease, and many facts that have come to light since the advent of the atom as a deadly weapon and a potential contributor to life.

Two points impress us particularly—in addition to the choice of subject matter, which seems unusually judicious. The first point is the arrangement of the book as a series of thirty problems to be answered. These are clear-cut and intriguing. The second point is the manner in which the text is written—the way it carries us along from one significant statement to another. Nothing is dragged in by the tail, not even a reptile or a fish. We get no impression of cluttering details or sentences difficult to unfathom.

To pack so much biology into a book of moderate size and not to have it resemble a can of sawed-off sardines must have been quite a task. The author is a high school teacher—and is probably a good one.

EXPLORING BIOLOGY, Ella T. Smith, Harcourt, Brace and Co., New York. $3.28.

Adventures with Plants and Animals

A new biology for high schools wears the disarming label, *Adventures with Plants and Animals*. Here is no superficial or oversimplified text, but a really scientific account of what is so far known to take place in living organisms from the single cell to man.

First the emphasis is on variety and diversity. Then it shifts to green leaves as the source of all food. One learns about the effects of different organisms on one another, with special reference to insect pests and disease-causing germs. There are sections on the fight against sicknesses and spidemics, sections on vitamins, a chapter or two on heredity, a dip into mutations, a discussion of evolutionary theories. The work includes some psychology of animals below and at the human level. Many illustrative half-tones are interspersed throughout and the general result is pleasing to the eye, while also that of a lively and enlightening text.

ADVENTURES WITH PLANTS ANIMALS. Kroeker and Wolff. D. C. Heath and Company, Boston. $3.20.

Some Day Soon

So many of us never learn the lesson of interdependence that the schools can hardly begin too early in the child's life to impress the fact and its manifest implications. *Some Day Soon* is the third book in a social studies series of readers designed to show how we and our neighbors work and play and strive together to make our lives comfortable and happy, and our communities good places in which to dwell.

Of course it is all in story form and the vocabulary and sentence structure are within the reading range of children seven to eight years old. So, too, the experience and interests of such youngsters have been considered in the choice of what to write about. In this particular text, the setting is urban. First there are firemen and policemen and what they do to protect us. Next come the neighbors who provide our food—the baker, the canner, and our own mothers, for example. Now in turn are introduced the railroad men, the bus drivers and the airplane pilots who enable us to visit distant places and who transport the things our neighbors make or purchase. Finally there are the telephones, the mail carriers, the radios, the newspapers and newsboys, all putting us in touch with the world about us. No, not finally, for there are the playgrounds and schools and libraries, the art museum and the zoo, along with other things we get for the taxes Father and the rest of us more or less cheerfully pay.

The teachers' edition contains fifty pages or more of suggestions, activities and lists of books, films and other aids. With this at hand, no teacher can fail to see the purpose of the authors or be indifferent to the values inherent in the little story.

SOME DAY SOON. Hanna, Anderson and Gray. Scott, Foresman and Company, Chicago. $1.24.

The World About Us

How other children and, quite incidentally, grownups too manage to live in different parts of the earth, is the question answered in *The World About Us*, a new geography for fourth grade. The approach is by way of a story in which youngsters are shown taking part in the affairs of farm or ranch or whatever else may characterize the region to be studied. When a little curiosity has thus been aroused and only satisfied in part, along come more questions, more information, more suggestions for finding out by searching of maps and globes and books, also attics. For there will be scrapbooks to compile, travel folders to collect and pore over. Anyhow, it isn't a detailed account of countries, governments, exports and imports, small lakes and rivers, but a portrayal of wide areas and representative folkways, in America and elsewhere. Naturally, the book closes on the note of understanding one's world neighbors and dealing with them fairly.

THE WORLD ABOUT US. Poole, Barton and Melbo. Bobbs Merrill Company, Indianapolis. Ind.

What People Think About Their Schools

Are the patrons satisfied with their schools? It is easy to guess that some are and some are not. But it is also possible to know, and to know to the extent of perceiving the specific points that give general satisfaction and those that do not. How to obtain such knowledge is fully told in a new book, *What People Think of About Their Schools*.

What some of the people in one city were found to be thinking on the subject is set down in a single chapter. The bulk of the volume suggests to go after the corresponding information in your own neighborhood.

The suggestions revolve around four inventories or—to recoin a word, questionnaires,—which appear in the appendix. One is for pupils in the upper elementary school, another for those in high school, a third is for teachers, and the fourth is for parents. Instructions are given on administering the interrogations, on extracting the significant facts, and on reporting and applying the results.

That knowledge is better than guesswork in a field so dependent on public opinion as are the people's schools, needs no argument. All the schools lacked was some one to point the way. This has now been done—the method itself in some degree appraised and tested.

WHAT PEOPLE THINK ABOUT THEIR SCHOOLS. Harold C. Hand. World Book Company, Yonkers, N. Y.

The Teaching of Reading

Doctors have so long been in disagreement over the best way to teach reading that we hardly need wonder that so many patients land in those hospitals called remedial reading clinics. Dr. Paul McKee of the State College of Education at Greeley, Colorado embodies the results of his experiments and study in *The Teaching of Reading*.

The first question to ask of an author in this field pertains to getting the child started. How shall this be done? Shall it be with words or letters, visual images of

letter groups or letter-by-letter analysis and phonics? Dr. McKee would have you start with words, but very short ones like *cow* and *man*. These would be observed and compared, to see if the youngster can distinguish them from each other. Soon you would be showing him the *cat, bat, fat* family of words and he would begin to see the difference a single letter makes. In short, there would be only a small bridge between simple word forms and that attention to letter values which is, after all, the basic element in learning to read the English language as distinguished from Chinese.

The book gives detailed suggestions, including sample lessons from which teachers can develop similar exercises of their own.

Many educators already believe that Dr. McKee is one of the best reading specialists in the country, and these devotees will be delighted to have this latest statement of his methodology. He seems sensible to this layman. But to judge the relative merits of specialists is a job for specialists. So your reporter begs to retire and let them have it out.

THE TEACHING OF READING. Paul McKee. Houghton Mifflin Company, Boston. $3.60.

The Elementary School Child

Any one who reads *The Elementary School Child* will quickly be disabused of the idea that there is a single standard for all children, that they are very much alike or will all respond equally to the same instruction. Since this is among the first thing a teacher needs to learn, it is well to have it set forth in a book for those preparing to teach. If it happens to be a particularly good book, as this one by Lawrence Averill appears to be, we can see no harm in even a highly experienced teacher possessing and perusing it.

The book is characterized by concreteness. Each chapter begins with a list of child-types to be looked for and identified in the average classroom. This focusses sharply on the fact of difference and points up the nature of the teacher's problems.

What are the various emotions and conditions that account for various attitudes and habits among children? How do their imaginations operate to make them do as they do in school and at play? What are the symptoms of poor social adjustment? What changes take place with physical growth? These and many similar questions are ably answered, and better still, there are helpful suggestions on how to cure and how to effect desirable changes in some children.

Guidance through observation and testing draws its share of attention. The book is almost as interesting as the children themselves. Evidently the child is a well understood entity to the author.

THE PSYCHOLOGY OF THE ELEMENTARY SCHOOL CHILD. Lawrence Averill. Longmans, Green and Company, New York. $4.00.

The Play's the Thing

A high school teacher of dramatics writes a series of essays aimed at making theater audiences more appreciative and discriminating. Gathered into a smallish book with arty touches, these essays bear a not too unfamiliar title, *The Play's the Thing*.

The reader who has never analyzed his reasons for attending plays, or who cannot easily distinguish a great or good play from a mediocre or bad one, should derive assistance from this volume. Two or three chapters discussing dramatic values and criteria in a way to stimulate thought are followed by separate studies of seven modern American playwrights: O'Neill, Anderson, Howard, Crothers, Sherwood, Green and Barry. The author gives reasonable insight into the purposes and techniques of each so that their works may be better judged. Any teacher of English might like to have this play-thing on a nearby shelf as a source of fresh inspiration when time comes for taking up the drama.

THE PLAY'S THE THING, Joseph Thersand. Modern Chapbooks, New York. $2.50.

Blood's Magic for All

A little learning, even when scientifically obtained, is or may be dangerous. This was again demonstrated during the first world war in the practice of blood transfusion before the various blood types had been identified and their respective properties studied. Now that more is known, the blood banks assembled by the Red Cross and other agencies can be utilized with reasonable safety and with increasing value and versatility.

Blood's Magic for All is another of those Public Affairs written for the layman in which the pertinent facts in a given subject are set forth not sensationally but objectively. Especially informative and reassuring as well is the section on the RH factor, partial knowledge of which has alarmed many parents and occasioned some tragedies. Where the RH factor exists in the male parent and not in the female, a baby may be headed for trouble. This is true in about half the such cases, although the firstborn offspring is seldom affected. How the danger may be removed or at least reduced is now understood by medical men, and can be known in a general way by any one reading this pamphlet. Much more remains to be discovered about the life-saving magic of borrowed blood. Happily, enough has already been ascertained to render it enormously useful—even more useful says the author, than sulfa drugs or penicillin.

BLOOD'S MAGIC FOR ALL. Alton L. Blakeslee, Public Affairs Committee, New York. $.20.

On Their Own in Reading

In some manner long forgotten, most of us on a great day in our lives, discovered that we could read. We still needed a little help here and there. But we could manage to catch the sense. For some years now, certain educators have specialized in trying to analyze how this reading miracle was accomplished. One of these reading specialists, Dr. William S. Gray of the University of Chicago, needs no introduction. His theory, however, still does. Hence a book, *On Their Own in Reading*.

Historically, it appears, you have advanced beyond the stage of trying to teach words as so many frozen symbols to be recognized by their respective configurations. After a little of this, you begin to teach the fact that letters represent more or less definite sounds. As pupils, we still commence with a few chosen words, to be associated with pictures standing over them, or with what the teacher calls them. But before long we are noting a letter "s" that follows some of them, or an added "-ed" or "-ing." Then the teacher begins cutting off the first letter of "bad" and making it "had" or "sad." If we don't watch out we shall be up to our ears in phonics. But the modern teacher will see to it that we proceed slowly. She will let us limp along between frozen words and selected phonics. We shall be asked to guess what we can from the context, the pictures, the repeated hints from teacher's lips. All the while our reading lessons will deal only with familiar matters. We shall pass through five different stages, successively described by Dr. Gray in the second half of his book. The final stage will be that of groping through the dictionary until we find the word that puzzles us. This implies that we have somewhere learned the alphabet. Phonics and letters with more than one value are admittedly confusing. But we can thank our lucky stars we don't have to learn a half million words as so many symbols to be stuck into our little heads complete. Let me see, now. Is that word "chicken" or is it "hen"?

ON THER OWN IN READING. William S. Gray. Scott, Foresman and Company, Chicago. $2.00.

EDITORIALS

Off With Their Heads vs. Tenure

Summary dismissal of five professionally competent teachers from the public schools of Chandler, Arizona some time last March, led to an investigation by the Defence Commission of the National Education Association. The commission's report shows that the dismissed teachers had received no warnings, no complaints, no intimations that their services were not desired. Neither had they been given opportunities to justify themselves or to correct their unspecified errors. Four of the five had been officers of a recently formed teachers' association. The fifth was married to one of the four. Inquiry brought out the charge that the dismissed teachers had caused a split in the community. They had been instrumental in securing higher salaries throughout the system. Yet these had apparently been granted through peaceful negotiation. One of the discarded group had been active in a local political contest over the re-election of a board member.

The Defense Commission, while deploring the lack of tenure laws in Arizona, properly suggests that the Chandler school board may and should enact a by-law of its own, to provide against future occurrences of a similar nature, at the same time allowing for dismissals in due course when these are in the interests of the schools or the community.

It is easy to swing the axe and off with a few heads, where school personnel are troublesome and are unguarded by law. But such action is uncivilized. It is harder on teachers than on industrial workers, since no comparable employment is available to teachers in the same community and they must tear up their roots and move elsewhere while under a cloud as to their professional standing.

The Defense Commission has added still another to its list of services to education by looking into the Chandler case and making public what occurred. Other communities are sure to profit from the lesson. Chandler itself will not be likely to offend again after its bad hour in the corner.

Great Place for Field Trip

Several persons in or around New York City must have put their heads together to spark this bright idea. The seventy-five square miles of state park, containing the Palisades and Bear Mountain, are bidding welcome to school children within a hundred-mile radius who wish an out-door laboratory in which to study geology, botany, zoology and history. Invitations have been sent to schools in New York, New Jersey, Connecticut and western Massachusetts to come and see the treasures of Palisades Park, where the works of nature are still unspoiled despite the nearness of vast populations, and where important events took place in the struggle for independence.

The project is an expansion of the Trailside Museums started in that area before World War Two. Now the Museum of Natural History and the New York Zoological Society have conspired with the park authorities to increase the labeling of interesting features, to map out educational journeys, to attract student visitors, and even to supply movies and slide films for classes eager to see and learn, but not yet able to do so at first hand.

All our state and national parks are potential laboratories for students, though to date they have been more patronized by adults wishing to view them superficially and to hold picnics.

Formal education is supplemented a thousand different ways by persons outside the schools who possess the necessary vision.

Too Much Study?

When President Eliot of Harvard made the sweeping statement that no one was ever injured by too much study, he probably wished to stimulate intellectual effort among college men not overly addicted to such endeavors. And it is still true that most students can take huge amounts of study in their stride if they arrange their hours sensibly and do not neglect or abuse their health in other ways.

Dr. Edwin S. Burdell, director of Cooper Union in New York, deals with a group of students who work all day at some regular employment, and then spend their evenings in preparing for and attending classes. And Dr. Burdell has observed a sufficient number of breakdowns, failures and dropouts in this group of earnest students to make him want to find out why. Thus he would like to start an investigation in his own school that would look into individual cases, probing the fatigues, tensions and eating habits that may contribute to the failures. While he emphasizes the cost to the community of partly completed preparation and the economic loss sustained whenever a person of marked ability and ambition falls by the wayside, there are humane considerations also that should render his proposed inquiry important and should justify similar research in many other institutions.

We have a notion that a closer look into many colleges attended by women would disclose numerous nervous breakdowns traceable to a variety of causes and to some extent preventable. Student catastrophies have no doubt been averted in many instances by college deans and advisers who were consulted in time by overwrought students. But so far only the surface of the problem has been reached. There is too much study sometimes even in colleges.

Fraternities Are Thinking

Decision of the Amherst chapter of Phi Kappa Psi to admit a negro to membership led to suspension of that chapter from the national fraternity. By sticking to their guns and reorganizing themselves into an independent local fraternity, the Amherst men showed admirable courage.

The whole issue of racial and religious discrimination by college fraternities has been opened by the Amherst incident. The question was hotly debated by delegates from fifty-odd institutions at an inter-fraternity conference in New York a short time later—and the meeting adjourned without a clear-cut answer to the problem. Further study, the leaders said, was needed. Apparently the preponderant sentiment of the delegates was that fraternities, being social organizations, have every right to choose their members on any grounds agreed upon. Local chapters may do as they please in the matter so long as they do not violate the principles laid down by their national bodies. That much must have been obvious all the while.

It is well to have fraternity men awakened to re-examination of their codes and charters, to see how these fit into the advancing concepts of a supposedly democratic society. The system of selecting members has always involved a good deal of snobbery. Yet all of us are particular about choosing our close friends, and fraternity brothers are potentially such friends. The fraternities have much to think about. The encouraging fact is that they are thinking.

Religion in the Schools

Religion is more than ethics, since it contributes elements of faith, fellowship and worship that help people to live ethically and indeed nobly.

There has long been a great deal of controversy over the extent to which our public schools may properly go in the teaching of religion. Clearly they are not to take the place of church or synagogue by advocating the beliefs of any particular religious group. Yet it might not be amiss if the schools were to point out the values common to all the principal religions represented in the United States. The individual may choose to join no religious organization whatever. Full freedom in these matters is either implicit in our Bill of Rights or has come to be so regarded through repeated decisions of our highest court.

Disagreements over religious doctrines — Catholic. Protestant and Jewish, orthodox, or liberal, priestly or non-priestly, hierarchical or congregational, ritualistic or informal—have been so intense as to convince many educators that nothing pertaining to religion can be safely or acceptably taught in the public schols. Religious leaders could dispel this fear by discovering and acknowledging what is common to all their faiths. Surely this would include the Ten Commandments, the Golden Rule,—in fact all that was so briefly summarized by the prophet Micah many centuries ago: "What doth the Lord require of thee but to do justly, and to love mercy, and to walk humbly with thy God?" This may not be the whole duty of men, as Micah thought, but it gives in outline what the public schools could teach without treading on any ecclesiastical toes. Persons growing up with less religion than this will never attain the stature of grade A citizens in this republic.

Size of Classes

The question of class size—the right number of pupils in a group for best results—should continue to be agitated until the answer is arrived at and put into effect.

A recent bulletin by Mr. Ellsworth Tompkins of the U. S. Office of Education points to the complexity of the question and the fact that snap judgements will not bring the solution. While a good many teachers and administrators consider a class of 20 to 30 members about ideal, especially in the high school, research has not thus far established that school work is better done under such conditions. Obviously the nature of the subject to be studied makes quite a difference. Also the brighter students supposedly requiring less individual attention from the teacher than the dull ones do, may be as well off in larger classes.

Just what the total bill would be for the nation's taxpayers if a maximum class size of 25 were suddenly to be established, we do not know. But the bill would be a whopping big one. Besides, where would we get the teachers? Taxpayers and economists are certain to look at the proposition from this cost angle. They will insist on proofs that the optimum size is really optimum.

Meanwhile some of us are wondering if what is wanted at this time is so much a precisely determined best size as a practical effort on the part of school administrators to see that classrooms are not treated like street cars, always ready to take more passengers, but as places in which reasonable numbers should be the rule, as determined by subject, pupils' abilities and need of help, teacher's experience and pupil-handling capacity, and other factors. One of these other factors is the amount of load each teacher has to carry. We are convinced that many schools demand so much clerical work and extra curricular activity from their teachers as to constitute an excessive nervous strain and at the same time lower teaching efficiency. Authorities expect teachers to become better acquainted with their pupils. This takes time. The larger the class and the greater the general load on the teacher. the more surely will total results be disappointing. Lazy teachers will always find ways of escape. But conscientious ones will either break down or succumb to a philosophy of defeatism and a deep sense of failure.

While waiting to be scientific about this matter of class size, let us hasten to be sensible and at least humane.

CAREERS FOR WOMEN IN SCIENCE

JOHN ARREND TIMM
Director of School of Science
Simmons College, Boston

I AM certain that my colleagues at Yale University must have thought me at least ill-advised when in 1940 I announced my intention to leave that institution, where I had taught men for over twenty years, to take charge of the teaching of science at Simmons where women only were to be my students. I was told that women do not do well in mathematics; that they lack the physical ruggedness of the male; that they are a disturbing influence in the laboratory; that they are emotionally unstable, etc., etc. "What would you do," I was asked, "if a student began crying in your office?" I must confess that at that time I may have shared some of their doubts. However, since that time I have learned to respect the ability of girls in mathematics. Absenteeism from classes has always been greater among men than among women, and one has only to accompany a woman on a shopping expedition to be convinced that the female of the species is more rugged than the male. When I look at my class of 35 seniors in physical chemistry, I realize that I am teaching about twice as many chemistry majors than are to be found in men's institutions of comparable size. Before the war this was decidedly not the case.

Why has this great increase occurred in the number of women interested in science? The answer is, of course, that more and better positions are now open to women than before the war. The appeal of science to women as a means of fighting disease in particular and of improving the material resources of the human race in general has always been strong. But up until 1941, the laboratories of industry and of research institutions were staffed almost exclusively by men. Then the picture changed. With the coming of war, the demands of the armed forces caused such a lack of technically trained manpower that industry turned to the women's colleges for help. It was not uncommon for industry to have hired every member of the senior class six months before graduation. Departments in sciences and especially in chemistry at the women's colleges expanded to twice and even three times their normal size.

These girls were accepted by their employers with many misgivings. But, in general, the results were most gratifying. The girls rolled up their sleeves; accepted whatever came in the line of duty; and did a man's job. I think it not too much to say that the war effort would have been seriously handicapped, had it not been for technically educated women. I remember with great pride, and some amusement, a tiny graduate of ours in blue denim trousers at the top of a ladder wielding a Stilson wrench on a triple-effect evaporator. Here she was doing the work of a chemical engineer cheerfully; although, in normal times such work is, of course, done by men. I can remember a group of our girls in the laboratories of the great Eastman Kodak Company helping to perfect the process of color photography. One of our chemists perfected the use of a plastic as an inner sole in the shoes worn by our soldiers. Another played a part in developing the method by which whole blood may be preserved long enough to be shipped to the South Pacific for blood transfusions. Many of our wounded soldiers owe their lives to the work of the research team of which she was a member. More than anything else, the good work that women scientists did during the war, has helped to keep open for them positions that had been filled only by men before the war.

Perhaps I have been giving the impression that women are in every respect equal to men in all types of scientific work. This is not so. In some fields, such as microanalytical work, women are definitely superior. However, there are some very important reasons why employers must hesitate to hire women. First in importance is the fact that the vast majority want to marry. Fortunately for the human race, most of them do. On the other hand, every scientist entering the employ of a certain industry must devote from three months to a year learning the special techniques and studying the unique problems of that particular industry. During the period, the worth of such a person is low, although his or her salary is relatively high. During this period, the industry is investing its funds in the future usefulness of the employees. If a woman marries within the first year after she accepts employment, she represents a loss to her employer. There is nothing we can do to overcome this situation. Once however, a woman is established in a career in science she should be and, I am glad to say, she is paid as well as a man of equal value.

A second reason why women may be less efficient than men in laboratory work lies in their lack of mechanical ingenuity or, as we say in America, laboratory "know-how." For example, when an electric motor in an apparatus they are using fails to work properly, they are at a loss to know how to make the simple repairs or adjustments needed. Too many times they need the help of their male colleagues before they can proceed with their work. A man must interrupt his own work to help his charming neighbor. At first, this inflates his masculine ego, but sooner or later it leads to resentment. He may marry his neighbor in self-defense. This situation can perhaps be remedied. Somewhere in the laboratory building there should be a shop where the students learn to blow glass, to solder, to repair motors—in short, to make the countless minor repairs that

face the laboratory worker. There are certain types of employment for which women are particularly well adapted. I have mentioned microchemical analysis where dexterity in manipulation and painstaking care are required. As science librarians and literature searchers, they perform the important task of preparing the way for the solution of a research problem in the laboratory. All the information that has been published on the subject is found and then this material is correlated and summarized for the laboratory workers. Here, a reading knowledge of foreign languages is required as well as high technical competence.

Women are in great demand in medical diagnostic laboratories where tests are made, on the result of which physicians base their diagnosis and treatment of disease. In public health laboratories, women bacteriologists work to maintain the health of communities and to fight epidemics. Finally industries, universities, and research institutions hire women as research assistants to increase the usefulness of their more experienced scientists. Such positions offer extremely interesting work and, if the worker be especially well prepared through graduate work and an advanced academic degree, may lead to the publication of original research and to international fame.

Young woman, who are preparing themselves for a career in science, should study as much mathematics as they can before they enter a university. If possible, they should acquire a reading knowledge of at least two of the foreign languages in which most of the scientific research is published, namely: German; English; French; Russian. If any science be studied in preparatory school, physics should be chosen first, as many of its concepts are used in other sciences.

Getting the Most for Your Construction Dollar

RICHARD D. BUTTERFIELD
School Architect
Perkinsville, Vermont

THE need in nearly every city and town in our country for more school construction than it can afford to finance is as great a challenge as the architects have ever faced. It is easy to plan schools when cost is not the controlling factor; to provide adequate facilities when building costs are at their present level calls for real imagination.

The purpose of this article is to see where it will be wise to cut corners and where it would be a mistake to do so, in preparing plans for new schools.

Under the present circumstances it is more important than ever to start the school building plan with an overall survey. This survey will appraise the physical condition of the existing buildings, their adequacy for present needs and their location in relation to population. It will also show what new contruction and alterations are needed and how each project in the building program fits into the educational plan.

At the same time, the survey will serve as a good starting point for selling this educational program to the public. For no matter how good the program is, it will not succeed unless the voters are interested in it. From the very beginning it should be made clear to the public why each building is being planned as it is, and what functions it will serve.

Equally important in the preliminaries to the actual building planning is the acquisition of a really adequate site. Here let me recommend that the architect be selected before the site; put him to work at this point in the planning if you want to get the best job. The essence of the architect's job is *to keep the whole problem in mind all the time*; the type of building he will design will depend largely on the site, so let him begin at the beginning.

An "adequate site" is one which is large enough to accommodate the school building, allow for full development of play areas and drives, and permit future expansion of the building. Acquiring extra land near a school as an afterthought is usually an expensive business.

Planning for future expansion is a safeguard against obsolescence. Many of our schools built 25 years ago, while not nearly worn out, have outlived their usefulness and cannot be modernized without great expense. They were built for all time—solid, monumental, inflexible. In thinking of the new school we must not only plan for the present educational program; we must realize that we cannot foresee what type of building will be required 25 years from now, and be sure that we provide for the greatest possible flexibility in our building.

A building type which provides flexibility as well as economy is the one-story school of wood construction. The first reaction to the suggestion may be cries of, "What! Build a firetrap?"; or perhaps a milder, "But it doesn't look like a school unless it is built of brick."

With the boiler room concrete-enclosed and the school rooms built on

concrete slabs, with fire-proof insulation filling the outside walls and covering the ceiling, and the inside walls also filled with insulation for sound-proofing and fire-stoppage; with several exits as will naturally be provided in a single-floor type of plan, and with the elimination of stairways, this building will be more safe than most of the school buildings now in use. It will be less expensive to build. Careful selection of materials will keep maintenance costs down; and additions and alterations can be made much more easily and inexpensively than with a masonry building.

Those who say a new type of school doesn't look like a school should reflect briefly on what a school should look like. A symmetrical building of monumental proportions and several tiers of regularly spaced windows should not signify a school. Why not a more informal building, in scale with the children for whom it is built, expressing in the relative size and fenestration of the various parts, the different activities which will be carried on in the building? I admire our Colonial buildings in New England as much as anyone, and I believe the architectural beauty of a new building is to be achieved, now as then, through the fine proportions of a carefully worked-out plan and the honest use of materials.

The "new look" in school architecture is inevitable because of new materials and methods of building. The building committee must sell this idea to the public so that the voters will not turn down the proposed new school because it does not look like the ones they attended.

Of the new building methods and materials now available, many are so sound and sensible that they are certain to prove a good investment. Take for example the light-directional glass block. Here is a product, factory-finished on both sides, acting as interior and exterior finish, easy to maintain, admitting daylight but controlling it so that shades are unnecessary, and distributing it throughout the room more evenly than ordinary windows; and finally acting as weatherstripping and double-glazing.

Large, continuous windows, whether of glass block or sheet glass, will eliminate glare resulting from alternating piers and windows. At one time this heavy type of construction was necessary, when exterior walls were considered the most essential part of a building, holding up the roof and keeping out the elements. Now that the structural system does not depend on heavy outside walls, and that efficient ways of insulating and heating have been developed, we may design the rooms and the entire building around the windows.

The new buildings certainly will be designed from the inside out, not the reverse as was done by so many generations of designers in the old Beaux-Arts tradition. Anyone can prove to himself whether or not a certain plan is the right one for a certain school in a certain location. He can make paper cut-outs of the various rooms, move them around on a surface representing the building site, getting the correct daylight exposure for each one, the best relation to the other rooms, free circulation to the various parts of the building, easy access from the outside to these rooms, and opportunity for future expansion of the building. He can see for himself that this arrangement makes a better plan than one in which the various elements are forced into a symetrical, box-light structure where sunlight, good circulation, and flexibility are sacrificed to an imposing facade. The functional plan often leads to an asymmetrical building; but an irregularly shaped building of well-balanced parts often is more satisfying than a strictly symmetrical one.

By using furniture and equipment which can be changed easily and quickly it is possible to make certain rooms serve more than one purpose, thereby cutting down the number of rooms needed in the plan. Tables and benches which fold into the walls of the Assembly Room convert it into a Lunch Room; chairs which fold and stack readily allow the same room to be used for a Playroom. A Kindergarten can be cleared of furniture in the afternoon to become a Special Purpose room, perhaps for reading cases. Other ways of getting double use from a school building, particularly in a small communnity, may be to plan the school Assembly Room for community gatherings, or to incorporate the Village library with that of the school. Careful planning will make it possible to get a lot of use from these rooms without sacrificing the primary purpose of any part of the building.

As the new materials appear on the market, the criteria by which they should be judged are whether they are easy to install, economical to maintain, and serve their purpose better than other materials. Cinder block wall tile, asphalt floor tile, acoustical ceiling tile, and plywood wall finish are materials which have already proven themselves.

In any necessary revision of the plans or specifications, it would be false economy to omit safety glass where needed, foolproof controls for the mechanical equipment, adequate walks and drives on the school property for the protection of the children from traffic, non-slip stair treads and floors where they will become slippery when wet, or storage space, which is a vital part of a good plan.

The most important consideration is to do whatever makes it possible to build the school *now*, at the time when it is needed most. One way to accomplish this is to cut down the specifications to bring the building cost within the budget. Cutting the specification does not mean decreasing the size of the rooms or lowering the basic standards of school construction; it means using such economies as wood construction, omitting the plaster finish, or some of the cabinet work which can be added later. Another way is to build the new school in sections, using for the time being some of the existing building. It is possible that the operating and maintenance costs of such an improved program will be found to make it more economically sound than to continue with the old set-up.

A realistic plan which is within the means of the community for present construction is worth more than any number of gold-plated plans which must be shelved until "costs come down."

MAKING THE GRADE IN EDUCATION

GRACE A. FOLEY
Barringer High School
Newark, New Jersey

MANY of the struggling and earnest young people who are just beginning to teach feel that they have "new worlds to conquer," but it is a surprising fact that their older colleagues often lose sight of education's challenging goals. A two-fold task remains before this "blind spot" in the profession can be removed.

First of all, the morale of the teaching personnel must be raised to the point where efficient service results in job-satisfaction, growth in personality, and a healthy posterity of learners. Secondly, the glow of youth and the rapid pulse and flow of new blood must be recognized as an asset to the extent that qualified and capable young people aspire to join the ranks. The suggestions offered herein eliminate this "blind spot" are directed to each individual teacher who is asked to read on in the interest of the greatest and most complex of all arts — teaching.

A prerequisite to the attainment of a consistent life pattern and a guiding influence in all our actions is a strong belief and faith in something. This philosophy, as we may call it, must be sincerely believed and so earnestly followed that it kindles even our dullest moments. Thus, discouragement can not readily dampen the spirit and take precedence over us in ruling our lives. The petty faults, errors, and failures which are encountered may be faced as the practical experience which leads to improvement, thereby eliminating the dangers which result from morbid brooding and self-blame.

This faith can guide our every action so that we may judge objectively and in terms of ultimate goals and aims. With this "fighting" strength comes a desire to reach greater professional heights through persistence and the magnetic effects of belief and faith.

A concomitant mood or result of this sound philosophy is an optimistic outlook on all things in life. This attitude of optimism lends itself freely and to great advantage in dealing with children. The teacher's example of interest in present affairs with hope for the future is easily responded to and followed by youngsters who otherwise may lose faith by judging the future in terms of minor disappointments. However, extremes are dangerous, and flagrant optimism should not be permitted to take the place of careful work, planning, and the persistent determination of present actions.

How often has it been stated that in order to be successful in teaching, one must like people and enjoy working with children? While this concept is true, it is not infallible. Many teachers who apparently meet this qualification, have not made the grade in education. The truth is that "liking" to "work" with children is not enough. The educator's zeal must go beyond; he must create an interest in the development of human personality.

Mass production has never suited the objectives of education. The teacher must recognize that he is not teaching a "class" or a "subject" or a "lesson." He must deal with individuals and make the tools of teaching bow to the dignity of each and every "individual" personality. Thus, one's job can never become "dull," "boring," or "uninteresting." Minds click as in trigger action, and every class moment offers material for a dramatic climax in the development of human resources.

It is obvious that the so-called "back numbers" do not belong in the field of education. A successful teacher is the one who makes a vivid appeal to the young. Each teacher should endeavor to find his best quality and develop it as a distinction of his teaching. One cannot afford to become a disinterested drudge.

Since individuality always appeals to youth, it is worth the teacher's efforts to sit down and give himself a complete analysis. Some teachers make their appeal through dramatic techniques, the power of speech, visible characteristics, and the use of the most magnetic of all powers — personality. Figures in local, national, and world affairs make use of individual characteristics as a basis for distinction. The teacher, too, from day to day must grow in his job and continually develop the greatest asset which man has — his personality.

In his classroom activities, the teacher should reveal the glow of vitality. This quality is dependent upon his physical and mental status. It is obvious that children can not follow a leader who does not demonstrate his own examples, beliefs, or advice. Not only is vitality evident in the teacher's actions but also, and perhaps more effectively, in his attitude, manner, and outlook on life. Children can detect, remarkably, tendencies of uncertainty, insincerity, and insecurity. Thus, the teacher must be a well-balanced normal individual who personifies vitality and zest for living and who shows an awareness of the vital issues in life and current affairs.

Recruits to the teaching profession, therefore, should be specially qualified students of education. It is, thereby, the duty of the present teachers to influence capable young people to join the ranks. This cannot be done by persuasion or verbal induction of any nature. Our influence must be more subtle and effective, and hence "lasting." As has been shown herein, the greatest influence or appeal to people is an indirect personality-appeal which through magnetic channels draws people to the ultimate sources and objectives of their lives.

If our present teachers respond to this challenge, the future teachers can do no less than follow in the footsteps of those who truly make the "grade" in education.

Envy Along the Corridor

A. S. FLAUMENHAFT
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MR. STRINGER steps into my room at 8:50 while I'm seated at the desk marking the roll book, bends and whispers to me behind a cupped palm: "Be sure you're out in the corridor while classes are passing. I understand the boss and some visitors are going to make the rounds. But," he adds pedagogically, "I don't have to tell *you* that; you're always on the job." He straightens himself with a froan. "Gee," he winces, "my bones ache today!"

"Guess you must be getting old," I crinkle, as I watch him walk arthritically from the room.

He calls on the dozen other teachers in his precinct to give them the tip-off, then he heads back to his cubbyhole at the end of the corridor, where he sighs himself into the chair at his desk.

Two boys are on duty in the cubbyhole (members of the floor manager's squad): one is attending to a lad who'd been sent in by his teacher for some chalk; the other is about to make the rounds to collect the roll books.

The bell for passing rings, and Mr. Stringer bestirs himself to be out in the corridor, for the administrative assistant had primed floor managers that morning with "We expect a lot of 'brass' in the building today." He squints down the hallway, pats himself on the back because as far as the eye can see the teachers are all out.

"Hey, you—yes, YOU!" he points to a roisterer passing by "Step into my office!"

"What'd I do? I didn't do nuttin!" the roisterer protests surlily.

A minute later, the traffic having vanished into classrooms, Mr. Stringer is at his desk filling in a detention form in the name of the culprit, who is still grumbling he didn't do 'nuttin.'

Having dismissed the lad with the admonition, "Next time you'll get a double dose of detention," the floor manager pokes off to a room where a class in plane geometry sits waiting.

As floor manager, Mr. Stringer has other duties. Afternoons at two, he sees to it that his squad distributes the absentee list for the day. A couple of times a month, he looks into rooms on his beat to ask if there are any seats or desks loose, and if there are he sends a boy around with screwdriver and screws.

Why should the berth this man holds be a coveted one? Because the incumbent is accorded certain allowances; to wit: he is assigned a lighter teaching program, and he is relieved of an official (home-room) class. In a word, he does not have to face students in serried rows as many hours a day as do most of his colleagues.

Nor are floor managers the only Chosen People in a large high school in a large city.

There are grade advisers. Has a student a problem about his course of study? He goes to his adviser. Is the student a problem to his teachers? He is sent to his adviser. If need be, the adviser summons ye parents for conference. Etc. Like the floor manager this office holder is recompensed with a lighter schedule and no official class.

There is a teacher in charge of the G. O. (General Organization) Store, who sells students paper, pencils, notebooks, sneakers, and candy.

There is a teacher in charge of the students' cafeteria, who, with the aid of assistants, tries to keep the clamor and clatter and litter under control.

There are the teachers in charge of: school monies, monitors, keys, cut slips, textbooks, programs, entrance examinations, assembly hall seating, school publications, etc.

And every one of these men and women is happy to be one of the Elect because the Elect are free from all the duties of a prefect (official teacher) and some of the duties of a prof (subject teacher).

Here are men and women, all college graduates, some of them with doctorates, who spent the first twenty-odd years of their lives preparing for careers as teachers—here are these intellectual aristocrats fawning, finagling, to trade their teaching in for non-teaching (often mechanical and menial) employment: writing out detention slips, filling out program cards, keeping the lunchroom clean, distributing keys! What is wrong with teachers anyway?

At 3:10, I see old man Stringer creaking down the corridor ahead of me, and I sigh, "Gee, the poor fellow is on his last legs!" and then I speculate, "I wonder who's going to step into his job when he retires!" And then I blink, "I hope I do!"

Yes, if teaching has its compensations, teaching is not one of them—at least not high school teaching after the first twenty-five years.

The Answer Swappers

SESSION NINE

Newark's Radio Workshop

Newark, New Jersey, has rejoined the ranks of the small band of communities that are providing school children with an opportunity for training in a field that has long held the rapt attention of American youth —radio production.

Since February 6th of this year, Newark high school students have been taking part in the daily broadcasts of WBGO, the FM radio station owned by the Board of Education. Training for participation in these programs is obtained in the WGBO radio workshop, a 2½ point major elective course. This is believed to be the first all-city radio workshop in the country to be recognized as a part of the high school curriculum, by a state department of education.

The Workshop was organized with a double purpose in mind: first, to supply the station with actors, announcers and sound men for the radio programs, and second, to allow students to make use of the facilities at the station for training and experience in the various phases of radio production.

Classes are held at the radio station daily from 2:30 to 4:30, except Wednesdays, when students are free to take part in school activities.

The members of the Workshop are selected, by audition, from the seven Newark high schools. Each school sends to the station six highly qualified students to be auditioned on station equipment before a board of three staff members. From these auditionees fifteen are selected for Workshop membership. This practice was adopted after several other methods were tried.

The Workshop director is a certified secondary school teacher who holds her position under the Department of Libraries, Visual Aids and Radio. She has had radio experience in the Armed Forces and on a commercial station, as well as teaching experience in the classroom.

The text used in this course is *The Handbook for School Radio Workshop* published by the Department of Libraries, Visual Aids and Radio of the Newark Board of Education and written by the Workshop director.

At the beginning of the term a concentrated period of instruction provides both theory and practice in radio acting, in microphone techniques, the use of hand signals, marking the script, and studio etiquette. A radio vocabulary is developed, and recordings of the students' voices are used as a means of perfecting diction and improving interpretation. Scripts of previously broadcast programs are used (as an economy measure) for practice purposes, to give experience in full scale productions.

After this preliminary instruction period, students take part on the air. Some are given roles as actors, some as announcers, others as sound men. Those Workshop members not cast in current programs are required to observe rehearsals and broadcasts until they are completely familiar with procedures. Class discussions follow these observation periods.

Workshoppers who are interested in the record library are given instruction by the staff librarian before receiving an assignment to assist in keeping the records shelved properly. A staff script writer holds sessions with Workshop members who are interested in writing scripts. These sessions have produced spot announcements and music continuity and a few dramatic scripts of high enough quality to merit presentation on the air.

In the second term, as students become more experienced, they are given more difficult assignments on the air, and are permitted to help in training the first termers in mike techniques, use of sound effects, etc., thereby receiving a richer educational experience.

There is an encouraging amount of carry-over of Workshop training into the schools. Several English teachers have commented upon the improvement in diction of the students who are taking the Workshop course. Two Workshoppers have written scripts as term projects in their history class; two others have collaborated on five radio programs which they presented in their school assembly. One former Workshop member is now casting director of his college radio station; another is continuing his radio studies at the RCA Radio Institute in New York.

There are other values to be found in Workshop training. Along with the knowledge of production techniques comes practice in working well with others, following directions promptly, the development of poise and expressive speech. Workshop experience will make the student a more discriminating radio listener and will give him an opportunity to develop a greater sense of responsibility. In radio, nothing less than a perfect job is acceptable!

EDITH C. LIST
Workshop Director, WBGO-FM,
Board of Education,
Newark, New Jersey

A Swappers Paradise

Teaching is an art, in the opinion of Lawrence Township teachers, and each teacher has over the years discovered many little personal devices that produce unusually profitable

results. As a school system, Lawrence Township has collected and pooled such resources so that they are available to all teachers.

Composed of small white cards, indexed by subject, the "library of devices" is yielding a wealth of instructional techniques and materials. Although the index already contains hundreds of items, the collection continues to grow.

The following are a few samples:

1. Idea for activities: "The last day of every month is called *Birthday Day*. Each child who has had a birthday is a member of our Guard of Honor. The Guard chooses the songs we sing, the games we play, and the stories we read for that day."

2. Suggestion for teachers: "When assigning reports, I always take one topic myself and give it with the class as audience. I can thus get across many suggestions that would be abstract without illustration. (Incidentally, the students' powers of observation are sharpened for they love to catch me in mistakes—and often I deliberately let them)."

3. Idea for races: "First grade children, usually slow about donning wraps, can be speeded up when they try to be dressed before the second hand of the clock has made a complete circle."

4. Questioning device: "Sometimes I give pupils slips of paper, each slip containing a different question. They look up the answers as review. When called on they give the answers only. The class then decides what must have been the questions."

ARLEEN HOLCOMBE
Lawrence School,
Lawrence Township, New Jersey

DEEPER VALUES IN ENGLISH

LEWIS H. CHRISMAN
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IN ESTIMATING the importance of various phases of technical English there is too often a distorted sense of values. We fail to discriminate between matters of major and minor importance. This comes, as a rule, from a lack of knowledge of fundamental principles. It is frequently to be met with in places where we least expect to find it.

Some years ago a young man came to me to ask my help in connection with the clerical aspects of his doctoral thesis and seemed highly mystified when he received a negative answer. He could not understand why a teacher would refuse an opportunnity to make a little extra money, but some of the reasons which I gave puzzled him even more. I told him that I am not a good proof-reader and that I am not primarily interested in problems that are purely clerical. Although his answer was decidedly remote from being intelligent, it has given me considerable food for thought. He replied with the question, "Isn't that about all there is to English?"

Here was a man on the verge of receiving a doctor's degree who seemed to think that there is nothing to technical English but comma-finding and like matters. Since then I have discovered that he belongs to a large group, including teachers. Recently I picked up a term paper which had been read and graded by the teacher who assigned it. It had somehow found its way to my desk, and having the bad habit of at least glancing at anything written or printed which happens to be before me, I scanned the document. As is frequently the case with assignments of this kind, much of it, even in language, closely followed sources. The sentences were cumbersome and the vocabulary inexact and lifeless. In the corrections, however, these weaknesses were ignored. A split infinitive had been marked; there were several corrections of punctuation errors and proof mistakes, resulting from the typewriting of a novice. A glaring blunder in grammar had been pointed out, while another, a little worse, was not noticed. It is easy for a teacher, worn down by the tiring work of reading scores of papers, to miss something now and then. The tragedy of this particular paper was that all criticism was confined to one or two phases of composition. Nothing was said about other matters of equal, or greater, importance. The fact that there is so much pedagogical reading of this type may be responsible for the frequently-found idea that there is "about all there is to English."

What are the essentials of good English? The following five are an irreducible minimum: 1—something to say; 2—the ability to think straight; 3—a mastery of the conventionalities of English usage; 4—skill in organizing sentences; 5—an exact and extensive vocabularly.

It must not be thought that these essentials are mutually exclusive. Each is closely related to the other. There can be no good sentences without straight thinking. A man's vocabulary is not something that can be hung on the outside of him. It reflects the caliber of his thought and the range of his interests. The importance of the third of these essentials is not to be minimized. Unintelligent punctuation, for example, impedes effective expression of thought. Habitual errors in grammar indicate mental limitations which reflect themselves in language. The thesis of this article, however, is that the third of the above "essentials" is but one of five. Ignoring the others

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means a distorted perspective and teaching which from the very nature of things cannot be efficient.

English which lacks clarity is poor English. Janet Rankin Aiken has said in her noteworthy book, *Commonsense Grammar* (T. Y. Crowell and Company): "Ambiguity is the primary sin against the English language. Laying yourself open to misunderstanding indicates that you have not learned how to speak English." A highly important recent book, *The Art of Plain Talk* by Dr. Rudolph Flesch (Harper and Brothers) from its very title implies the priority of clearness among the linguistic virtues. We get nowhere either in speaking or writing unless we make ourselves understood. In one's use of language. it is, as Mark Twain has expressed it, his business "to say what he is proposing to say, not merely to come near it."

There are now floating around in text-books certain examples of typically ambiguous sentences. "Harry was talking to a man with a smile on his face." To make this worse would be difficult. Another of the same type reads, "Mary and Joan talked until she cried." Who did the crying? This sentence leaves us in nether darkness. Here is another confusing one; "Some men like food better than their wives." The next one is from an advertisement of a fruit company: "When thoroughly stewed even an invalid will enjoy our prunes." We can eventually work out its meaning, but confusing verbiage is always a tax upon the time an patience of the hearer or reader. The following appeared in the local correspondence of a country newspaper: "Mrs. J. B. Briggs was burned while cooking her husband's breakfast in a horrible manner." In this case a careless arrangement of the parts of the sentence makes a piece of serious information read as though it were a joke.

As another illustration of this type of linguistic bungling, I use myself. Once while I was engaged in dubious indoor pastime of arguing, my opponent quoted against me something that I had said myself. I tried to squirm out of the situation by admitting, "Everything that I say is not true." That most certainly was not what I intended to admit. My admission of fallability was too inclusive. What I had tried to aver was, "Not everything that I say is true." In this case a single dislocated "not" changed the thought of the sentence.

In *The Art of Plain Talk* Dr. Flesch has a chapter entitled, "Sentences Come First." His point here is that his chapter heading is true because "plain talk is mainly a matter of language structure." Of course, other elements enter into the situation. In studying some of the examples of confused writing quoted in the preceding paragraphs it will be noted that certain of the difficulties can be traced back to grammatical irregularities. We must remember, however, that they are not erroneous simply because they violate the edict of some old-fashioned authoritarian grammarian. The enlightened modern grammars would characterize them as incorrect because they do not say with clarity and compelling force that which they attempt to express.

But we must go a step further. Next I quote an example of some excruciatingly bad English: "A poetical view of the universe is an exhaustive presentation of all phenomena, as individual phenomenal wholes, of ascending orders of complexity, whose earlier stage is the organization of single co-existing phenomena into individual, and its apotheosis is the marvelous picture of the infinite life, no longer conceived as the oceanic pulsation which the understanding calls cause and effect." This is bad English because it is not clear. It moreover lacks color, spark, and life. It may not contain any "grammatical errors," but it has faults which are even wrose. It is written in such a way as to make English a dead language.

Twice in close succession during the past year I listened to addresses by young men just out of graduate schools. Each one had excellent material and good platform personality. One had the attention of his audience from beginning to end and the other lost it early in the proceedings and never regained it. The one who failed spoke an academic jargon. His language was that what Maury Maverick calls "gobbledygook." The speaker without knowing it, was talking to impress rather than to inform.

This tendency is decidedly marked in present-day academic circles. In Harper's Magazine for March 1946, Joseph A. Brandt, now president of Henry Holt and Company, in an article entitled, "I Can't Quite Hear You, Doctor," discusses what might be called the cult of unintelligibility, the tendency of scholars to make no effort to develop skill in the use of clear, vigorous, pleasing language. And no matter how heavily a man is weighted down with learning, if he cannot do this, he has not really learned his mother tongue. If academic leaders are satisfied with a labored, heavy, obscure style, they will be negative influences upon the teaching of English usage.

This brings us back again to our five "essentials." It will be noted that they are means rather than ends. For example, good grammar is not merely grammar that is free from linguistic unconventionalities. It is that use of words which most effectively communicates what is in the mind of the speaker or writer. "An exact and extensive vocabulary" is not an end in itself. It, too, is a means of enhancing effective communication.

In this paper our main stress has been upon clarity. Important as it is, it is not the only linguistic virtue. St. Augustine put much into a few words when he said, "Make the truth plain! Make the truth pleasing; make the truth moving." Some perfectly clear writing is as dead as the proverbial door nail. There are words that are weak and colorless and others that are strong and sparkling. A sentence may emit a few gentle purrs, or it may crack like a whip. Language may drowse or march. It can be soporific or inspiring. Acquiring a mastery of it is more than memorizing a few cut-and-dried rules. If that were the case, teaching English would be a pitiably easy task. But no real teacher of the English language will be satisfied to devote himself to an insignificant little corner of his wide subject-matter territory.

Across the Office Desk

JAMES NEWELL EMERY

Supervisory Fussbudgets

Now and then there appears an article by some teaches who inveighs against the quality of supervision in our schools. These teachers complain that their individuality and freedom of expression are stifled; that they are held down rigidly to a cut-and-dried curriculum; that the supervisors, principals or superintendents are unsympathetic, narrow-minded, unduly concerned with trivialities, pedantic, arrogant or condescending: are in short fuddy-duddies, fussbudgets or stuffed shirts bent on curbing the initiative of the individual teacher.

These articles make good reading in a magazine of popular appeal. They arouse the underdog sympathy that is so much a part of American tradition. And it must be conceded there is a certain amount of justification for such charges. Perhaps the girl who wrote that article had more than her share of unfortunate experiences.

Too often the magazine of general interest feels that it has devoted sufficient space to that particular subject, so articles that would bring out the other side are courteously returned and the public assumes that these evils exist in most, if not all of our schools.

We must concede at the start that there are cases, perhaps too many of them, where a superintendent, supervisor or principal has gotten into a position of authority, through politics, influence, apple-polishing or unfortunate seniority. There are administrators who are meticulously concerned with the omission of the birthplace of a pupil's grandfather on the personnel card, but who never had an original or constructive idea in their lives. There are those who are unsympathetic, forbidding and pompous, who feel called upon to throw a wet-blanket on a young teacher's enthusiasm, when it does not agree with their personal ideas. But we also have bigoted clergymen, overbearing floorwalkers, hardboiled foremen, who disregard the feelings or rights of those who work under them. So long as human nature remains what it is, there will always be gripes and grousing about the brass in authority.

Nevertheless to condemn the ma-

jority because of the frailties of a few small-time men and women, is unjust.

In practically every activity of life there must be certain well-defined policies and outlines of procedure. However brilliant the surgeon, he must be guided by the accepted standards maintained by the board of the hospital. The weaver who sits down at a loom may have certain ideas of his own as to what design he would like to weave—but practical considerations make it necessary that he turn out that fabric according to a well-arranged pattern under the close supervision of the foreman.

And this is particularly true of the profession of teaching, for we are concerned with, not the turning out of a concrete product such as a rug, or a reel of wire, but an intangible and lasting effect upon the lives of countless future citizens. We must decide, the responsible and experienced executives and administrators, the general policy of what those potential citizens shall be taught. We often have brilliant but erratic teachers who resent interference with any deviation from their own ideas and philosophy. And sometimes those philosophies clash sharply with the accepted standards.

Often a young teacher comes out of training school full of undigested theories. Her enthusiasm leads her into activities that her matured judgment would discard as illadvised or impracticable. In such cases she resents the direction of older, or more conservative superiors who have perhaps started with equally forceful ideas that time has taught them to be unsuited for conditions in their local setting.

In my early days of supervision I had a teacher replacement in a country school who possessed the earmarks of a capable and desirable instructor. I might have wondered a little why she was at liberty in midwinter, and was willing to take a country school at $8.00 a week.

After one or two visits to that school, I began to sense something wrong with the set-up, but I couldn't quite put my finger on it. So I finally spent all one afternoon at that school, had her go right through the day's program, to find out what the matter was. I found out.

For one thing, the classes weren't using the books supplied to them. Some subjects were receiving far more attention than their place in the curriculum warranted. Others, usually regarded as essential, were being skipped over. And in some content-subjects she patently wrong that I was moved to protest.

"Miss Jones," I suggested, "you don't seem to be following the course of study for these grades—"

"Oh, that!" She shrugged her shoulders. "I didn't like it, and I didn't think it's what these children ought to have. So I got a course of study from my cousin who's teaching in another state, and I'm using that—most of the time, anyway, except where I think some other things would be better." She braced herself defiantly.

"Miss Jones." I was constrained to remind her, "I have no doubt that may be an excellent course of study—possibly better than ours in some things. But it's not the one for which I'm responsible to my school committee and townspeople. And I still want a certain amount of oral reading, and I don't want all the history time devoted to explorers and colonists. In short, just please forget that course of study, and follow the outline you're supposed to use—"

I imagine Miss Jones looked upon me as a fussbudget and martinet, who would use my authority to repress her.

When I read that one of the major factors that keeps girls from entering teaching is petty regimentation and discouraging or forbidding teachers to teach according to the way they personally prefer, and that the supervisors are fussbudgets, I wonder what that particular teacher's experience has been with the superiors whom she condemns so heartily.

There are small-time men and women who have acquired positions of

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authority, who lack vision, tolerance or even sympathetic common sense. But it is my experience that these individuals make up a very small minority of those in the key positions — that most of these men and women are actuated by an honest desire to carry on for the best interests of the children and the community at large.

TWO WORLDS OF WORDS

JAMES BINNEY
State Teachers College
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A FEW YEARS AGO one of my professor friends declared that education needed a special nomenclature to enable it to rise in public opinion to a position comparable to those held by law and medicine. He was thinking primarily of an exact, nation-wide terminology; and, of course, he knew that such a terminology existed at the time he spoke. A special vocabulary has been widely used by writers for educational journals and by speakers at professional conventions.

I am afraid the professor, however, had something beyond the legitimate use of nomenclature in mind. Perhaps he desired a dignified private vocabulary—a type of verbal iron curtain—which he might use when, as doctors and lawyers sometimes do, he wished to mystify and confound the common man. No doubt, he believed that things which are not easily understood are thought to be important and that men who speak a dignified and unfathomable language speak as professional men.

The professor was right in believing that educators needed an exact terminology for professional use; it is not so certain that he was correct in assuming that it might be used as a type of iron curtain. No one would question the need for special terms for use in formal and scientific discussions; but for use in presenting the views and news of the schools to the general public, the correct vocabulary is a simple one capable of conveying clearly an idea from one mind to another.

No other profession is so sensitive to public opinion as education. In respect to his position in a community, the school superintendent or the teacher is not to be compared with the lawyer and the doctor. Men will put themselves in the hands of a physician and consent to suffer with a disease which has a long Latin name, but when it comes to spending money for public schools, people want to know exactly what is being done—or, at least, they want to think that they know exactly what is being done. This may be true because men must pay the fee demanded by the lawyer and the doctor, whereas, by voting, they can help decide just how much or how little they are to pay the teacher. In a like manner, the citizens of a town can have nothing to say concerning what equipment and what methods doctors and lawyers may use, but they can have a very large part in determining what equipment and what methods a teacher may use.

The fact that teaching is not only a specialized profession but also in one sense a public office makes it imperative that the school's and the teacher's work be interpreted in clear terms for the public. Failure to do this may explain some of our troubles. It is possible that many people regard some of the essential services of the schools as "fads" because these services have not been explained in the language of the man in the street. As an example, consider public views upon promotion policies. Some schools provide work for children of low intelligence to prevent their having to continue in classes with much younger and smaller children. This must seem to many educators to be a program which is based upon sound psychology and true democracy. The public, however, and by public, one means men from all walks of life, has often looked upon such an arrangement as a mere policy of "universal promotion" and as a device to lower educational standards. Even some teachers have at times suspected that the policy is one of weakness designed to keep taxpayers happy. Perhaps these misunderstandings come about because the people are not told in plain words what is intended. Surely when much is at stake, both for the school and for the public, it is unnecessary to speak in even comparatively simple terms about social, mental, and physical maladjustments—to say nothing of the more complicated and specialized language often used. What is needed here is the habit of speaking straight from the shoulder.

Educators have nothing to gain from lowering standards in the public schools, and they themselves do not think that they have done so. Why, then, are they suspected in some quarters of having lowered, or of having permitted a lowering of standards? Possibly, because they are misunderstood. If, at any time or place, there has been an actual lowering of standards, the thing at fault has been pressure applied by the public. The answer to this is, of course, that a public which is well and correctly informed will insist upon the right things.

For a number of years, perhaps ever since the publication of Arthur B. Moehlman's excellent *Public School Relations*, school administrators have been aware of the importance of special types of publicity. What some

may not have realized, however, is that every day conversation by teachers and supervisors is a more potent means of advertisement than newspapers, bulletins, annual reports, and special programs. It is precisely in these every day conversations that specialized nomenclature is out of place. Dignity is not involved. A profession is dignified through the work it does, not by the words it uses to communicate its theories. There is nothing dignified about confusing any man concerning things which he has a right to understand if he is to respond with good will. Nor is the scientific work necessarily more dignified than the common one. The best in literature has no relationship with jargon. Is it any less dignified to say, for example, that "A child is influenced by the movies he sees" than it is to say "Motion pictures are a part of a child's constant environment and life situation"? Is it more dignified to write "His retardation in reading is in part traceable to ocular deficiency," than it is to write "He reads poorly because his eyes are bad"? If Will Shakespeare had not been able to forget his special nomenclature at times, no doubt he would have revised "To be or not to be that is the question" and written it "To have existence or not to have existence that is the interrogation." Shakespeare, however, had to write in words which would be understood by the groundlings. Not so the teacher who was once speaking to a friend about an acquaintance unfortunate enough to be at odds with the law. "Was he incarcerated?" asked the teacher, and the friend replied, "No, he was put in jail." One may wonder how much special nomenclature, used in the wrong places, may contribute to the luke-warm reception often given to teachers by their fellow citizens.

Many theories of worth fail because the theorist cannot or does not explain his ideas in terms understandable to the public. Educators probably never deliberately use words to deceive, as some politicians are said to do, yet some do deceive unwittingly—usually to their own disadvantage. For words can, as Francis Bacon wrote, "stand in the way and resist the change. Whence it comes to pass that the high and formal discussions of learned men end often in disputes about words and names."

Communication at best is a difficult thing; communication about experimental things—and education is often experimental—is often almost impossible. If this is true under normal conditions, the situation is made worse by the use of special nomenclature—except, of course, when all the parties concerned know the language. It is very difficult to know when one is speaking or writing clearly. When one makes such an innocent remark as "the trouble with the public schools is their neglect of culture" which uses no special nomenclature, he may not be making himself clear. Culture to some may mean training in Greek or Latin, to others it may mean the study of one-hundred great books; to still others culture may mean knowledge of science, literature, or modern languages; and it may be to many people nothing more than a word indicating skill in the use of conventional manners. To a few culture is a word which the Germans under the Kaiser used as "Kultur." The difficulty with even everyday speech and writing is evident, especially when generalizations such as "culture" and thousands of other words are involved. Yet the generalization, too, may be avoided. As Locke said, " Where men have any conception, they can if they are never so obstruse or abstracted explain them and the terms they use for them."

The man who is used to speaking to men of his own profession may often use words which to him seem exact and meaningful, and he may too easily conclude that the words are also exact and meaningful to all men. This may not be true. Very few teachers would find anything difficult in the following excerpt:

The junior high endeavors to (1) explore the individual's specific interests with a view to motivating him to make the desirable vocational choice, (2) interpret the course of study in the light of its vocational significance, (3) install in the pupils the desire to live correctly—physically, mentally, and morally.

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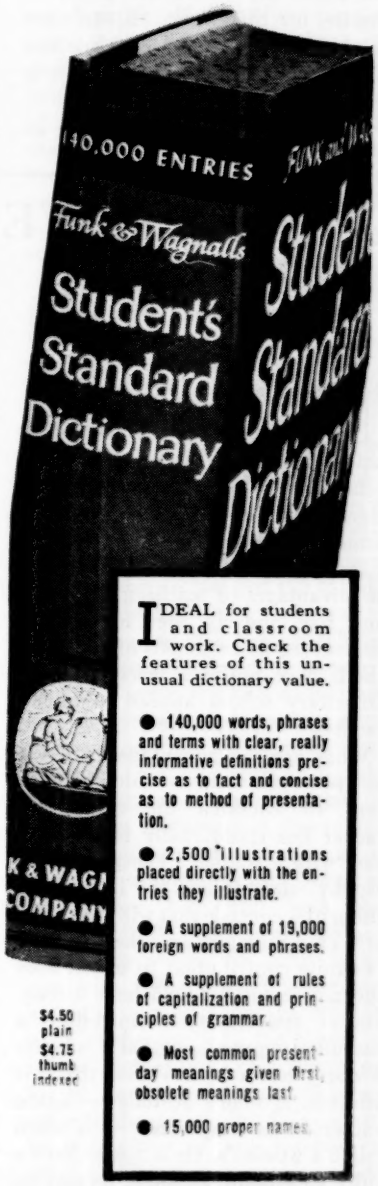

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At first glance the above quotation seems innocent enough.* Yet, there may be many readers among laymen who will not understand it, and others who may not care to read it. Is the following wording of the explanation any less dignified?

In the junior high we try (1) to find out what a child likes and to help give him studies which will help him him chose his future work, (2) to prepare for this work, (3) to have him learn how to keep healthy, how to get along with people, and how to live right.

It should be repeated here that we have two vocabularies. Each of the examples given above might be proper in its own place. But the language of a research journal or of an educational convention need not be carried over as the language of a mimeographed sheet prepared for parents nor need such language be used in conversation with laymen. The teacher or supervisor spends more time with members of the community near at hand than he does with leaders of discussion groups. He speaks more often with individuals than he does with groups, he writes informally more often than he writes formally for educational publications. In short, of the two vocabularies, the one we may call professional nomenclature is second and minor and should be reserved for professional use, not brought forth to confound and mystify the Smiths and the Joneses. For much as we might wish to impress the editor of a research journal or co-workers at a convention, we desire still more to gain the ear of Smith and Jones who, after all, are the employers who determine what type of profession we may have.

**The quotations given are not meant to be accurate explanations of the work of any junior high school. They are used only for the comparison in style and wording.*

COOPERATIVE GUIDANCE

JOHN H. TREANOR
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NOW that a single salary — the same in all grades from one to twelve —has been adopted in many of the larger communities, men hitherto bound by economic necessity to teach in the high schools are re-examining the advantages of teaching in grades four, five, and six. Men for generations served as principals of the lower school. Now, however, teaching in the elementary school appear to be attractive.

What are the advantages? In the first place the field is wide open for men. In America the elementary teacher has traditionally been a woman, with a woman's viewpoint, philosophy, attitude and the like. Many authorities concede that with boys and girls of a younger age, the man has a definite contribution to make. Men who now enter the field have a magnificent opportunity to introduce a masculine temper—not that it is better or worse than a woman's, but that it is different. A man's attitude — again neither better nor worse — is often unlike a woman's. He is apt to have a wider view-point, although he may be less patient of routine. He is probably more audacious, although less thorough. He possesses a greater vigor and because of it a more sustained enthusiasm, although he may chafe under professional conservatism. But where the field is new, men are elementary teaching techniques, happily not yet definitive. Where so few men have labored, much can be attempted.

Men who begin their careers as teachers in the elementary school acquire back ground for promotion to executive positions in this field. As class-room teachers and with other duties and activities in the school, they learn their business from the very bottom. Many school duties, preeminently suited to men, have perforce become a traditional part of a woman's work. Now that men are becoming available in the lower schools, these duties are delegated to them—yard duty; sanitary duty; athletic programs; the use and maintenance of all mechanical equipment such as projectors, recorders, duplicating machines and the like; the supervision of lunch-rooms where they exist; the supervision of filing, particularly on the street; the care and distribution of books and supplies. By this sort of practice and training, men can become well-equipped for executive work within the field of their choice. Add to this the experience in handling parents, as well as a reasonably long apprenticeship in estimating the strengths and weaknesses of their feminine co-workers — two skills in which a school principal must excel —and the advantages to the man who enters the elementary field are quite apparent.

Particularly in the disciplining of boys is the man at a distinct advantage. Having been a boy himself, he can better appreciate the trials and tribulations of growing to manhood. Perhaps his greatest opportunity, by precept and by example, is to instil into boys those great lessons—a clean heart, courage in adversity, the zeal to win fairly and honorably, the meaning and necessity for self-sacrifice, and a generosity of heart and spirit. From his women teachers, a boy learns something of grace and courtesy, of love and refinement. From a man, a boy learns something of hardiness, tenacity, confidence, and high adventure. Thus the pupil gains a double benefit, since the man and the woman exercise complementary influences upon the young mind.

In actual class-room technique the man can make notable contributions.

He has little of the "mothering" spirit about him. He speaks more directly, is skeptical of excuses, demands responses untempered by disabling sympathy, and in general looks upon a day's work as a challenge to be met and conquered rather than a circumstance to be explained and exteneuated. The fourth, fifth, and sixth grade pupil has rarely been made to extend himself according to his natural abilities. Here a man has a great opportunity; and should he become too incisive, there are enough women whose influence will mollify his professional demands.

Thus the elementary school, particularly for those now entering the field of education, offers many opportunities for a new and unique service. Both the school and the man will be benefitted.

It Seems to Me

BYRON C. KIRBY

Drives May Be Useful

Drives in the schools for money are multiplying rapidly. The number varies from place to place; but one school system has had the following drives this year: Christmas seals, Junior Red Cross, the Shades (state park), Cancer, Easter seals, March of Dimes, Food for Europe.

The question arises: Are the schools justified in participating in all these campaigns? Or, as some express it, "Should not all solicitation be barred from the class rooms?" It is true that drives take time; that the day is short enough as it is; that the purpose of the schools is to educate the children. But, here is another angle: Maybe drives can be used as a motivating agency.

We have found it helpful to connect activities of this type with the curriculum. By so doing, both sides profit: (1) the children develop an appreciation of the fact that they are part of a larger society; and (2) organizations involved receive increased support. Let us take an example. Interested parties in the state of Indiana decided to raise money to buy a tract of virgin oak for a state park. The South Bend goal was $900. It was agreed to make the campaign an educational experience. In some schools the children put on the board maps of Indiana in which all state parks were indicated, together with the important cities and main highways. The art classes had lessons on painting forests and different types of trees; music classes studied the state songs; science classes studied birds and animals peculiar to Indiana. As another phase of the project, a representative from each of the four high schools was sent to the proposed park under the chaperonage of one of the radio announcers. The succeeding week, these boys were scheduled to speak in all the public schools of South Bend. As a result of this plan, (1) the goal was surpassed by about $240; (2) the work was made interesting; (3) the children learned a great deal of state geography; and (4) the children received practical training in working together for the welfare of all.

In South Bend, the Junior Red Cross work is made a part of the social studies curriculum. The thinking is this: in social studies we teach children to understand all races, to sympathize with all people, to want to serve mankind. In the Junior Red Cross phase of the work we go a few steps beyond this: the children pack gift boxes to send to unfortunate people in Europe; they send letters and books to people across the seas; the art classes make and send favors to people in our local hospitals; and high school classes make projects to send to veterans' hospitals. In short, the work is set up in such a way that in the Junior Red Cross projects. we give the children an opportunity to do what, in social studies, we teach them they ought to do.

A good procedure in regard to drives is to reject those which are not worth while; and to put the ones entered into upon a sound educational basis. This guarantees profit from the activities involved.

My Teaching Is Easier Because...

I have learned that each one can teach one.

What shall we do with the speed-demons while the plodding tortoises are catching up? It is a problem which every teacher has to face. In my Spanish classes I am partially solving the problem by expecting more work of the more capable students;—an extra story, presentation of a short play, writing articles for the Spanish newspaper. All of that broadens their experience and increases their vocabulary, but it does nothing for the tortoises. Here is my solution.

The first week when the seventh grade class is beginning its study of Latin-American culture, I put into the hands of one of the pupils an article describing the nation-wide campaign to wipe out illiteracy in Mexico. With the motto, "EACH ONE TEACH ONE," every individual in the country who is able to read is encouraged to teach one who can't. After the article has been discussed in class, the problem of the tortoises is half solved.

As soon as the first vocabulary test has been returned, it is easy to direct the group thinking so that some boy or girl of a pioneering nature will suggest that we have an "each one teach one" campaign just as they do in Mexico. Henceforth when the test papers are returned, the students look eagerly at the bottom of the paper for such notes as: "John, will you please help Bill with these words?" Bill's paper bears the note: "Will you please ask John to help you with these words?" The pupil with the highest score becomes the tutor of the one with the lowest, the second highest pairs off with the next to the lowest and so on. When we come to the middle third, it ceases to be a question of one teaching another and becomes a problem of two working together to master the words they have missed. As soon as the corrected papers are in the hands of their

owners I hear little about them until Jane comes to me saying that Mary knows all the words now and is ready to try them again. Incidentally, Jane, while drilling Mary in the conference room, on the playground, or in the lunch room has cleared up those two or three words that she herself had missed.

There is nothing new about this device. Every teacher uses it at one time or another. Only the approach is new. When the students think that they have worked out a plan themselves and that they are imitating a nation-wide movement, the vocabulary drill (or any drill) leaves the realm of monotony and drudgery and becomes almost exciting. The "EACH ONE" half is proud of his position as teacher, and the "ONE" being taught enjoys the personal attention he is receiving, and everyone is happy.

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Movies and Mental Health

GEORGE K. MORLAN

No one has ever been so great or so noble that he has escaped criticism. Criticism is something that all people meet. Sometimes it is fair, sometimes it is unfair, but it is universal, and both adults and children need to be trained to meet it.

Laugh, Pagliacci, an Italian film about the composer's inspiration for writing the opera has been severely criticized by competent American reviewers, but when I saw the film, there was an unusual audience reaction. There were many children as well as adults past middle age, but the children were not noisy, and there was a sence of expectancy and excitement. When Pagliacci wept, the audience wept, and there was considerable blowing of noses.

There can be no doubt that many in this audience had a wholesome release of their feelings as well as a positive enjoyment of the music. Perhaps the jaundiced sophisticate can only be disappointed by this sentimental film, but its effect on the ordinary person is healthful.

Jenny Lamour, is a French film of jealousy, murder, and police brutality. It is scarcely a tonic for mental health but neither is its effect unsalutary or dangerous. While the police officer is out to pin the murder on some one, the tender, lonely, pitiful side of his relations to his son is not forgotten, The detail of the film saves it from merely being a sordid story of cheap passion and brutality.

Recommended with a modicum of enthusiasm.

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The News Digest

$31,987,889 Asked For Maryland Schools

BALTIMORE—A budget request for $31,987,889 was submitted for 1950 by Dr. Thomas G. Pullen, Jr., state superintendent of schools, who also foreshadowed a greatly expanded building program for Prince Georges and Montgomery County schools.

Dr. Pullen said plans are now being drawn to seek between 10 million dollars and 15 million dollars for school construction during the next three to five years in each of the two counties.

The budget figure, 12.5 per cent higher than current appropriations, covers expenditures for the school system during the coming fiscal year.

Major reason for the increase over last year's budget, Dr. Pullen said, is the prospect of 23,000 additional pupils.

Maine Commissioner Urges Salary Subsidies

AUGUSTA, MAINE — Maine's education commissioner proposed that the state subsidize teacher salaries above legal annual minimums rather than increase the $1,500-$1,800 minimums themselves.

The Maine Teachers' Association in its October convention had advocated sharply increased minimums plus guaranteed length-of-service increases.

Present state subsidies toward minimum salaries range from $400 to $850 a year and will cost the state about $7,000,000 in the next biennium, Education Commissioner Harland A. Ladd told the Legislative Research Committee.

He offered a new plan to have the state pay half the difference between these minimums, and higher rates set by local school officials.

NYU to Stage Second UN Institute

NEW YORK—The Second United Nations Institute, sponsored by the New York University School of Education in co-operation with the United Nations and UNESCO, will be held March 24 and 25, 1949, Dean Ernest O. Melby of the School has announced.

The Institute will be open, by invitation, to presidents of teachers' colleges, superintendents of schools, and principals of elementary and secondary schools. Meetings will be held at the United Nations' headquarters at Lake Success, and at NYU. Attendance will be limited to 500 persons.

AAU Abandons Practice Of Accrediting Colleges

The select list of colleges whose standards have been approved by the American Association of Universities will be allowed to go on the shelf and remain there unamended. Only 301 of the thousand or more colleges in the United States are included in this roster of the respectable, though forty more were awaiting their turn when the thirty-four universities comprising the foremost accrediting authority of national scope decided to quit trying to sort the sheep from the goats.

Dr. Henry M. Wriston, president of Brown University and of the AAU, explains that the association feels that its accrediting work no longer serves a useful purpose, since for one thing the task of measuring the work of many diverse institutions, existing for varied purposes, has become too complex to be performed with entire fairness. In fact, Dr. Wriston believes the association's rulings, depending as they do upon dimensional data rather than close acquaintance with the schools and their accomplishments, may do positive harm, since those colleges wishing to gain a place on the list often feel forced to make superficial improvements instead of actual ones. He cited such criteria as the number of volumes in the library, the percentage of Ph.D.'s on the faculty and the size of a chemistry laboratory as matters having only relative importance.

The AAU was the first national group to undertake the rating of colleges in this country. That was 35 years ago, and at that time and for some years later the ratings were of value, especially in helping universities abroad to determine the fitness of Americans applying for admission to graduate study. It was the era of "diploma mills," Dr. Wriston recalled, by way of pointing up the nature of the situation into which the AAU projected its accrediting function.

Colored Slides Show Pupils' Art Work

PORTLAND, MAINE — Kodachrome slides of art work done by local pupils are serving three functions. They are used to help pupils overcome hurdles in art classes, to show teachers what sort of work to expect and to acquaint parents with student progress.

Made by Miss Gwendolyn Elwell of Lincoln Junior High School and Miss Priscilla Peckham, art director for the school system, the slides have also solved the problem of storing drawings. They range from scribblings by primary students to high school paintings. Plans are being made to extend the project to work outside the art department.

Try New Technique In "Problem" Classes

NEW YORK—A new approach to the education of "problem" children, one that emphasizes personality development as well as intellectual growth, has been recommended by a special committee of the New York City Board of Education.

The program, tested in three special schools in Harlem for underprivileged children, involved the use of many special materials, including building blocks, clay, finger paints, various toys and pets. Children were taught the physical properties of things in an informal way and were not compelled to read. Instead, the teachers stressed vocabulary development, "alertness" and "reading readiness." When the children were later introduced to reading, it was found that many read better than pupils trained by orthodox methods.

The experiment proved so successful that the board has suggested it might serve as a guide for all elementary schools with similar difficulties.

All Boston Schools To Have Single Session

BOSTON—The Boston School Committee has approved a single session for the system's 53,529 elementary school pupils. In a decision, which culminated weeks of controversy, including a plebescite of parents, Boston became the first city in the country with over 200,000 persons to institute the single session plan for all grades.

The new plan will make the school day run from 9 A. M. to 2 P. M., with one-half

Federal Scholarship Aid To Be Sought for 20,000

Educators are uniting behind a bill to provide a huge system of federally supported college and university scholarships for American youth. The bill, being prepared under the sponsorship of the NEA's Department of Higher Education would provide 20,000 scholarships at an estimated cost to the government of $100,000,000 the first year and more thereafter. High school graduates qualifying would receive from $500 to $1000 annually. They would select any accredited college and take whatever courses they desired.

According to Dr. Ralph McDonald, executive-secretary of the department, the program has been discussed with legislative leaders and with administration advisers. The bill will be non-partisan and will not compete in any way with the Federal education aid measure for elementary and secondary schools, it was stated.

The plan would apply equally to all students whether they desired to attend public or private colleges. Competitive examinations would determine their qualifications. Dr. McDonald stressed the fact that the program must involve no possibility of federal pressure upon higher education, either upon the institution or upon the student. It must be administered at the state level by a committee or agency which is non-political and represents state civic and educational interests. Safeguards against discrimination in scholarship awards and against the fraudulent use of the stipends should be provided.

Impetus for the bill is derived in part from the report of the President's Commission on Higher Education. That report called for a $120,000,000 scholarship program plus $45,000,000 annually in graduate fellowships.

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hour for box lunches. It represents a victory of the majority over experts, for committees of educators and physicians had submitted a report condemning the proposal, while parents had voted nearly 5 to 1 in favor of it.

The system is to be experimental until the end of the school year, when parents and teachers will again be polled on their reaction to the change. Meanwhile, the school curricula will be rearranged, alternating difficult and relaxing courses, to minimize pupil fatigue during the five-hour school day.

Now "Respectable" To Enter Teaching

More students are now entering the teaching profession because the field is gaining "recognition and respectability," a survey conducted by Florida Southern College reveals. The college, which has graduated 85 per cent of Florida's teachers, reports that "this is partly due to the war, which showed very clearly that there is a direct relationship between the degree of literacy of our population and our ability to defend ourselves in time of national crisis."

Other factors influencing young people in favor of teaching, the report says, are "the prestige of the teacher" and the opportunities for advancement.

Small High Schools Costly, Less Effective

An eight-month survey just completed by the Indiana School Study Commission reveals that small schools cost more and are less effective. In the ninety-six townships studied, where the average daily attendance at high schols was under 100 pupils, the median cost per pupil was found to be $79 higher than in similar schools with daily attendance of 200 or more.

The most serious deficiency of the small high school, the commission reports, is that "the school program is too narrow and restricted to meet pupil needs for living in a modern complex world." Not only do the smaller schools spend two and three times as much as they should per pupil, the committee discloses, but they also have more difficulty getting and keeping qualified teachers.

School Improvements Up to Texas Solons

Fort Worth, Tex.—Drastic overhauling is in store for this state's educational system if the legislature adopts the recommendations of the Gilmer-Aiken Committee it appointed to consider reforms.

Chief proposals to be put before the lawmakers this month are to make the post of state superintendent of public instruction an appointive one and to levy school taxes so that a minimum of $180,000,000 a year will be available for education.

The committee report calls for election of a nine-member state board of education, with power to appoint a state superintendent. To increase taxpayers' contributions to education by some $30,000,000 yearly, the legislature will be called on to make local contributions to the support of schools a prerequisite for state aid. A $2400 minimum salary for teachers, fixing of maximum class size at 25, strengthening of compulsory attendance laws, more modern teaching aids and a modernized school building code are also urged.

Town Gets Program For School Uplift

Montclair, N. J.—After a survey of this town's school facilities, the Institute of Field Services of Teachers' College, Columbia has proposed a program calling for education for democracy and for the responsibilities of marriage and family life.

In a report commending Montclair's recognition of the need for "continuous improvement in the curriculum," the Institute cited the following areas for betterment of public school instruction: understanding and appreciation of the place of minority groups; consumer training; practice in the rights and responsibilities of citizenship; a balanced program of vocational and general education; conservation study and effort to reduce personality maladjustment.

U. of Ky. to Hold Language Conference

Lexington — The Second University of Kentucky Foreign Language Conference will be held on March 31 - April 2, 1949, with the theme "Foreign Languages in Democratic Education." Programs may be obtained from Professor Jonah Skiles, Frazee Hall 102, University of Kentucky, Lexington, Ky.

Latest Special Week: "Be Kind to Adults"

Portland, Ore. — Portland high school students took positive action to safeguard teen-age reputation by celebrating a Courtesy or "Be Kind to Adults" week last month. Originated by the Inter-school Council of representatives from each high school, the program featured radio broadcasts, a forum on the place of school age boys and girls in the community, student talks on how to win friends and influence adults, and assembly skits stressing good manners. Slogan for the week, chosen to dispel any public misconceptions about teen-age antics, was "Make Mine Manners."

The Council wants to make Courtesy Week an annual affair and expresses hope that year-round benefits will make Portland a better home for both adults and teenagers.

Tennesseean to Head Duke University

Durham, N. C. — Arthur Hollis Edens will assume full-time duties as President

of Duke University next month. Appointed after a ten-month, nation-wide search, Dr. Edens has served as Dean of Administration of Emory University, Atlanta, and Vice-Chancellor of the University System of Georgia. In 1948, he was chosen Associate Director of the General Education Board of the Rockefeller Foundation. The 47-year-old Tennesseean succeeds Dr. Robert Lee Flowers, who resigned last January.

Job Failures Laid to Seven Maturity Lacks

CHICAGO — A college-trained man frequently fails at his first job because of immaturity revealed in the lack of one or more of seven basic traits, according to Dr. Robert N. McMurray.

His conclusion is based upon a survey which studied 1,167 trainees hired directly from college by 247 companies. He listed the seven traits as follows:

The ability to stay long enough with a company to repay the investment in training; the ability to accept responsibility; perseverance, or the ability "to follow a path to the end," even if the path is unfamiliar; self-reliance; the quality of being agreeable to different groups and different persons; identification of personal goals with those of the firm; the ability to exercise authority without belligerance.

"Absence of these traits, or any one of them, indicates failure of an individual to grow emotionally," said Dr. McMurray.

R.I. Assembly to Get Teacher Pay Bill

PROVIDENCE—The Rhode Island Institute of Instruction has announced plans for subsubmitting a bill to the General Assembly which would establish a minimum teacher salary of $2500, provide for a maximum in 13 years' time, and more than double the state's present contribution to teachers' paychecks.

The proposal was explained by William P. Robinson, Jr., president of the institute and also state supervisor of teacher certification. He said the institute represents about 3500 of the state's 4000 public school teachers.

The institute's plan calls for the state to pay 40 per cent of teacher salaries under the proposed schedule and the local communities 60 per cent.

High School Math Called Too Hard

NEW YORK—Experience has shown that the minimum content in the present New York City mathematics textbooks cannot be required of all pupils, Harry Sitomer, chairman of the mathematics department of the New Utrecht High School in Brooklyn, said at a meeting of the mathematics section of the New York Society for Experimental Education.

Mr. Sitomer pointed out that during the last two decades the city's school population has vastly increased, with a large number of students now in school who do not plan to go to college. Yet the increasingly technical aspects of modern living, he added, make mathematics a "vital necessity" in general education.

"An unchanging syllabus in mathematics is catastrophic," Mr. Sitomer said. "The high percentage of failure in ninth-year mathematics is one measure of the problem. Non-college students and those who do not have the aptitude for higher mathematics must be taught to appreciate the part the subject can play in understanding and improving their environment."

Social Studies Council Stresses Free Inquiry

CHICAGO—The National Council for Social Studies has taken a series of liberal positions on questions of civil rights and freedom of inquiry ranging from qualified disapproval of loyalty probes to condemnation of the ban on The Nation in the public schools of New York City.

The 1,500 teachers of the organization, meeting here, adopted resolutions to this effect:

Ideologies: "Since a greater understanding of the people of a country can be brought about only by a knowledge of its institutions, historical background and ideologies, the council recommends that the study of diverse countries, including the U.S.S.R., be continued and intensified."

Loyalty Probes: "The council continues to oppose thought control and loyalty probes without due process of law and scrupulous regard for individual rights."

Right of Association: The council "supports the right of a teacher to join organizations of his choice, except those which advocate the overthrow of the Government by force."

Bans on Periodicals: "Since free investigation is an integral part of our democracy, the council condemns bans on magazines and newspapers, such as those imposed on The Nation, Building America (banned in parts of California) and Scholastic Magazine (banned in Birmingham, Ala.)."

Civil Rights: The council "urges social science teachers to support the civil rights, guaranteed in the Constitution and defined by the President's Commission, of all races, creeds and nationality backgrounds."

Another resolution commended the United Nations and UNESCO and exhorted teachers to further understanding of their aims.

Massachusetts Group Seeks More State Aid

A program to boost state aid for public schools by $40,000,000 has been opened by the newly organized Massachusetts Council for Public Schools.

The council, which embraces the Massachusetts Association of School Committees, the Massachusetts Parent-Teachers' Association, the Massachusetts Teachers' Federation, and the Massachusetts Association of Superintendents, is seeking to raise the standards of schools in the state.

A bill to bring the state's share of total school costs to about 35 per cent, will be introduced in the Legislature by the council.

From the long range standpoint, the council will seek to standardize educational procedures in the state at a high level and end what it deems to be "dangerous variations."

Maintainance of high morale among the teachers of the state and minimization of political interference, will be among the other aims of the council.

Negro Student Appeals Equal Seating Case

OKLAHOMA CITY—Attorneys for G. W. McLaurin, first Negro student admitted to the all-white University of Oklahoma, will take his plea for equal Negro seating at the school to the United States Supreme Court.

This was learned after a three-judge federal court sitting here to hear the segregation issue refused to order OU to seat Mr. McLaurin with white students in the classrooms, library, and cafeteria.

Mr. McLaurin, a graduate student in school administration, objected to his special seating arrangement at OU. He charged it deprives him of equal facilities.

All classes attended by the lone Negro student are held in the same classroom, with a smaller room set off to one side at the rear. The smaller room is for Mr. McLaurin's private use.

Segregated cafeteria, library, and wash-

room facilities are also maintained for the Negro student.

The Court based its ruling on state segregation laws. The judges said the federal Constitution does not wipe out "social and racial distinctions" which a state sets up.

Grangers Now Favor Federal School Aid

PORTLAND, MAINE—Federal aid for education on the elementary and secondary level was approved by the National Grange convention here.

The group proposed three conditions for retaining control of policy in the hands of state and local school officials; (1) that states receiving Federal aid would be required to meet certain minimum standards similar to those now required in the case of Federal aid in the teaching of vocational agriculture; (2) that all Federal funds for any state shall be expended as determined by state or local school officials without interference by Federal agencies; (3) that the equalization principle be used between the states in allocation of federal funds for schools.

France Struggles For More Schools

PARIS—To keep pace with the rising birth rate and to repair the damage done during the war, France must build at least 1,000 new classrooms every year for the next six or seven years, according to Yvon Delbos, Minister of Education.

If the building is not kept up to this rate, he said, French schools will be overflowing in a few years.

M. Delbos estimated that it would be necessary to build 986 new schools for higher education alone.

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Grins Between Grinds

COULD BE

After telling her kindergarten class the story of the Pilgrims, the teacher held up a picture of a little Pilgrim girl, walking through the woods. "Does anyone know who that little girl is?" she asked.

"Sure," answered a small voice. "It's Red Ridinghood."

WHO WOULDN'T

A moralizing preacher was visiting the school and asking, what he thought, were searching questions. Finally he demanded, "If all the good people were pink, and all the bad people were green, what color would you be?"

Some answered "Pink" and others "Green," but little Mary replied, "Mister, I'd be streaky."

CHANCES BE BLOWED

Smythe's family had warned him to watch his table manners because daughter's young man was coming to supper. To avoid making a bad impression on the suitor, he had promised not to eat with his knife, or dip his bread in the gravy. The meal progressed nicely, until the coffee was served. Smythe poured it into his saucer, while his wife and daughter looked daggers at him. Finally he raised the saucer to his mouth, and said "Listen, one word out of any of you and I'll make bubbles!"

ARISTOCRACY SLIPPING

A teacher in a school just outside Belfast, Ireland, tells of a pupil of his who had been taken to the launching of His Majesty's aircraft carrier *Bulwark* and wrote of the big moment thus: "The Countess broke a bottle of champagne against the bow and then, to the delight of the crowd, she slid slowly and majestically down the greasy slipway into the sea."

SOUVENIR

A technical expert, returning to America after having acted as adviser to our delegation at the Paris Conference was asked, "Did you see much poverty in Paris?"

"Yes," he replied with great feeling. And then, turning his pockets inside out, he added bitterly, "and I brought some of it back with me!"

PRESTO

It was a turkey of truly Herculean proportions. Seated around the table, the guests gazed with mouth-watering anticipation as the maid bore it into the dining room. Halfway between the door and the table lay a tiny marble Johnnie had carelessly left there. The maid stepped on it, and fell flat on ner face, while the big turkey scooted across the floor.

But the hostess was a woman of miraculous resource.

"Don't worry, Mary," she counseled calmly, "Just take it back to the kitchen and bring in the other one."

SENSITIVE

During the last day of the Christmas rush in a large department store, a frenzied clerk, overwhelmed by pushing women shoppers, was making out what she hoped would be the last sales check of the day.

As the customer gave her name and address, the clerk, pushing her hair up from her damp forehead, remarked: "It's a madhouse, isn't it?"

"No," the customer replied angrily, "It's a private home!"

ONE THEORY

Two small boys were watching with interest a stout lady on a scale.

The lady dropped in her penny, but the scale was out of order and only registered 75 pounds.

"Golly, Bill!" gasped one of the youngsters, "She's hollow."

IN A SPOT

The magistrate bent stern brows on the defendant. "You are charged with exceeding the speed limit last night," he declared. "Are you guilty or not guilty?"

"Well, you can decide for yourself, Judge," replied the prisoner, "I was in that car you passed just before they pinched me."

BEGINNER

Their adolescent daughter came home from her first real date starry-eyed. Her new new boy friend had taken her to dinner at a downtown hotel, and the whole evening had been extremely glamorous, but—"I want to confess something, mother," she said. "Tonight I did something I've never done before, and I'm ashamed of myself."

Fear clutching at her heart, but putting up a fine show of calm, her mother asked: "Did you smoke a cigarette?"

"No," said daughter.

"Did you drink a cacktail?" her mother asked.

"Oh, no," smiled daughter.

"Then," said mother, "did you let him kiss you?"

"Heavens no," cried daughted. Then, her mother queried, what in the world had she done?

Shame-faced, the daughter admitted: "I took a cup of black coffee."

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